

March 9, 2004

MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs
Chairman Wilson
Vice Chairman Aldridge

FROM: Alan Mabe

SUBJECT: Meeting of the Committee Thursday, March 18, 2004

FOR THE COMMITTEE ON EDUCATIONAL PLANNING, POLICIES, AND PROGRAMS MEETING

Chairman Gilchrist has asked me to notify you that the next meeting of the Committee on Educational Planning, Policies, and Programs is scheduled for Thursday, March 18, 2004, in the Executive Conference Room, here in General Administration building. Please note that the meeting will begin at 1:30 p.m.

1. Approval of the Minutes of the Meeting on February 12, 2004 (vote)
2. Administrative Action Items (*action by consent*)

Intellectual Capital Formation—Consent Agenda

Request to discontinue the following master's degree program:

- Master of Arts in Health and Physical Education at Appalachian State University

Request to Rename an Academic Unit

- Rename the School of Art at East Carolina University

Request for authorization to establish the following baccalaureate degree program:

- Bachelor of Science in Engineering at East Carolina University
- Bachelor of Science in Mathematics at East Carolina University
- Bachelor of Science in Environmental Science/Studies at the University of North Carolina at Pembroke
- Bachelor of Science in Clinical Research at the University of North Carolina at Wilmington

Request for authorization to establish the following joint baccalaureate degree program:

- Joint Bachelor of Science Degree in Engineering with a concentration in Mechatronics offered by North Carolina State University and the University of North Carolina at Asheville

Request for authorization to change the name, status, and mission of East Carolina University Cardiovascular Center

Intellectual Capital Formation

3. Film Industry Feasibility Study—Dr. Bataille (vote)
4. 2003 NCLEX-RN Nursing Results and Report on Enrollment and Degrees Conferred in Nursing—Dr. Mabe (information)
5. Report on Recommendations to Increase Supply of Nurses in NC—Dr. Mabe (vote)
6. Semiannual Report on Academic Program Planning Activities—Dr. Mabe (information)

K-16 Education

7. Report on Task Force on Meeting Teacher Supply and Demand—Dr. Bataille and Dr. Thompson (vote)
8. Report on Teacher Education/Distance Education—Dr. Bataille, Dr. Thompson (vote)
9. Principal Supply/Demand Report—Dr. Thompson, Mr. Sneed (vote)

Creation and Transfer of Knowledge

10. Annual Report on Research and Sponsored Programs and Public Service—Dr. Lea, Ms. Klimas (information)

Accountability

11. Report on Remedial/Development Instruction in UNC Institutions, 2002-03—Dr. Kanoy (information)
12. Report on Retention, Graduation, and Time to Degree—Dr. Mabe and Dr. Kanoy (information)

Other

Request for Authorization to Discontinue the Master of Arts Degree in Health and Physical Education at Appalachian State University

Requested Action

Appalachian State University requests that the MA degree in Health and Physical Education (CIP# 13.1314) be removed from the UNC Academic Program Inventory.

Rationale

The program was identified as having very low enrollments and graduation rates during the 2003 academic program review process conducted by the Office of the President and UNC constituent institutions. The Office of the President recommended that the program be discontinued due to low productivity, and Appalachian State University concurs with this recommendation. The program has not accepted any students for more than seven years and was placed in a dormant mode several years ago.

Recommendation

It is recommended that the Board of Governors approve the request to discontinue the MA degree in Health and Physical Education (CIP# 13.1314) at Appalachian State University effective April 2004.

Request Rename School of Art at East Carolina University

Requested Action

East Carolina University requests permission to change the name of the “School of Art” to the “School of Art and Design.” This request from the faculty, the interim director of the School of Art, and the interim dean of the College of Fine Arts and Communication has been reviewed and approved by the Educational Programs and Policies Committee of the Faculty Senate and by all appropriate administrators.

Rationale

The School is composed of a number of different fine arts areas including drawing, painting, and printmaking. In addition, the school houses nationally-recognized programs in applied studio design including graphic design, textiles, metals, ceramics, and wood. Moreover, The National Association of Schools of Art and Design accredits the school. Faculty believe that the name change would better reflect the fact that the school provides educational opportunities in both art and design.

Recommendation

It is recommended that the Board of Governors approve the request to change the name of the “School of Art” to the “School of Art and Design” at East Carolina University effective April 2004.

Request for Authorization to Establish a Bachelor of Science Degree in Engineering at East Carolina University

Introduction

East Carolina University notified the UNC Office of the President of its intent to plan a Bachelor of Science in Engineering (14.0101) on April 23, 2000. In the meantime, a major study of engineering needs in North Carolina was completed and sent to the General Assembly in March 2003. ECU seeks authorization to establish the BSE degree program effective August 2004.

Program Description

The proposed Bachelor of Science in Engineering is a general engineering degree that will support economic development in eastern North Carolina and develop engineering problem solvers who will work in emerging disciplines. The Engineering program will be housed in the College of Technology and Computer Science at ECU. The proposed program will employ the Integrated Collaborative Engineering Educational Environment approach which is an outgrowth of an NSF project that seeks to change the culture of engineering education in curriculum and methodology. Thus, the curriculum is designed to give a broad and integrated background in the core sciences, mechanics and structures, information technology, engineering design, and decision making that support a systems approach to engineering while maintaining traditional academic rigor. There is a definite focus on solving real-world problems in a client driven environment. Additionally, one curriculum goal is for students to become lifelong learners who acquire new knowledge quickly and adjust to the constantly changing engineering environment. Graduates will have a strong theoretical background, specialized knowledge in specific areas, and broad skills in problem solving to provide a sound and flexible basis for a career. Further, graduates will be able to move into practice or advanced study in almost any branch of the engineering profession or further study in management.

Review

The BOG Report on Engineering (March 2003) to the General Assembly included a recommendation that ECU initiate planning activities for their proposed new program in general engineering and that the proposal be further reviewed by the Office of the President. This review has been completed by the chair of the team of engineering deans that advised the Office of the President for the original study. The reviewer raised issues about the core courses, queried how the student numbers had been estimated, questioned the relation of engineering and technology programs, and thought that more details might be included in the innovative part of the program. ECU has responded and described how the core courses meet the requirements of ABET accreditation, explained the policy for starting a new program at ECU and the expectation that engineering will eventually be evolved into a separate departmental unit, and described how the program proposal was guided by the principles established by NSF's Engineering Education Coalitions for improving engineering education. ECU was responsive to the reviewer's comments. The reviewer commented that if the issues he raised were satisfied, he believes the proposal to be a viable basis for establishing a general engineering program.

Program Need

The Bachelors of Science in Engineering will be the first engineering program at ECU; and it will meet the engineering needs of eastern North Carolina. An environmental scan by ECU of regional businesses and government agencies revealed that there is a definite demand for qualified employees in general engineering who will problem solve and respond to emerging regional needs. Further, the proposed engineering program addresses numerous goals in ECU's Strategic Plan. By the program's fifth year, the projected enrollment is 105 freshmen per year.

Resources

The faculty is adequate to launch the program; new faculty lines will be added as needed from enrollment increase funds. The proposed engineering program will be located in the new 270,000 square foot Science and Technology Building with laboratories that directly support the program. The existence of a general engineering program will help strengthen other programs in the College of Technology and Computer Science.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Bachelor of Science in Engineering at East Carolina University effective August 2004.

**Request for Authorization to Establish
a Bachelor of Science Degree in Mathematics
at East Carolina University**

Introduction

East Carolina University notified the UNC Office of the President of its intent to plan a Bachelor of Science in Mathematics (27.0301) in February 2004. ECU seeks authorization to establish the degree program effective August 2004.

Program Description

The proposed Bachelor of Science in Mathematics will expand degree offerings in the Department of Mathematics. The BS program will be housed in the Department of Mathematics in the Thomas Harriot College of Arts and Sciences within the division of Academic Affairs.

The proposed degree is for students seeking an applied degree that has a liberal arts foundation and integrates the use of mathematics with one or more additional disciplines. The curriculum is designed to prepare students in basic mathematics (e.g., calculus, linear algebra, and statistics); to expose them to applications of mathematics in one or more fields; to develop problem-solving skills; to develop scientific and communication skills for technical careers; and to prepare students for advanced degrees or professional programs. Further, this degree would also be appropriate for students majoring in one of the physical sciences who wish to acquire a second major in mathematics. Emphasis in BS programs is usually related to the physical sciences and other application areas, or to mathematics education.

Program Need

The proposed degree program will enrich the learning environment in the College of Arts and Sciences by attracting many scientifically minded students into mathematics. It is expected that this program will offer options for numerous students who seek a double major in mathematics and the sciences. It is estimated that by 2007-2008, there will be 45 students.

Resources

Faculty and resources are adequate for absorbing the expected increase of students. Required courses in the sciences are available and existing courses in mathematics have sufficient capacity to accommodate students in the new program. A recently hired assistant professor in the statistics area will enable ECU to offer the new courses in statistics. The current library holdings are adequate for the program; however, the library will purchase more books from the American Mathematical Society that are appropriate for undergraduates.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Bachelor of Science in Mathematics at East Carolina University effective August 2004.

Request for Authorization to Establish a Bachelor of Science Degree in Environmental Science/Studies at the University of North Carolina at Pembroke

Introduction

The University of North Carolina at Pembroke notified the Office of the President of its intent to plan a new degree program in Environmental Sciences/Studies (CIP 03.0104) on June 5, 2003. UNCP seeks authorization to establish the degree program effective August 2004.

Program Description

The Bachelor of Science in Environmental Science/Studies is designed to provide graduates with knowledge and skills in the vast array of environmental issues facing the world today. In addition to studying the political, legal, ecological, biological, and social issues relevant to environmental science, students will gain practical internship experiences including techniques for collection, analysis, and interpretation of data used in assessing the magnitude of the environmental problems and in developing possible solutions. Graduates will be prepared for entry level positions with government, private industry, or further study in graduate school. Moreover, the Environmental Sciences/Studies programs will strengthen some academic departments by requiring their departmental courses for majors. The environmental sciences/studies program is congruent with the university's strategic and enrollment plans, and it will contribute to the economic growth of the region.

Program Need

The Environmental Science/Studies program fills a need for those seeking preparation in the field. Student interest in the Bachelors of Science in Biology, with a concentration in Environmental Science has grown steadily for the last four years. The proposed Environmental Science program would build on this student interest, and it would be the only program of this discipline within 80 miles of UNCP. Recent UNCP graduates have indicated a need for more environmental study to qualify for entry level positions. Enrollment estimates predict that the program will enroll as many as 60 majors within next five years, similar to other University environmental sciences programs.

Resources

The new program will enhance existing facilities through the purchase of new equipment funded by a three year focused growth grant. Further, the proposed degree program would strengthen the Biology, Chemistry, and Physics departments, since majors will be required to take their courses. Additionally, UNCP is acquiring land to support the future growth of the program.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Bachelor of Science degree in Environmental Science effective August 2004.

Request for Authorization to Establish a Bachelor of Science Degree in Clinical Research at The University of North Carolina at Wilmington

Introduction

The University of North Carolina at Wilmington notified the Office of the President of its intent to plan a new degree program, the Bachelor of Science in Clinical Research, on June 5, 2003. UNCW seeks authorization to establish the degree program effective August 2004.

Program Description

The Bachelor of Science in Clinical Research will prepare health science professionals to participate in the science and business of developing health care products and protocols, from discovery to market and human utilization. The School of Nursing has developed the clinical research program and will offer an interdisciplinary program with collaborative partners that include the Center for Marine Science, New Hanover Regional Medical Center, and Pharmaceutical Product Development, Inc. (PPD). The curriculum is designed to provide competency in methodologies, including protocol development and regulatory compliance; data collection, analysis and synthesis derived from human oriented research; research ethics; assessment and evaluation of the safety and efficacy of investigational products; application of knowledge and skills to clinical situations; oral and written scientific presentation; and collaborative team membership. Graduates will be prepared for entry positions in a variety of setting such as pharmaceutical companies, government regulatory agencies, contract research organizations, biotechnology device companies, academic institutions, physicians' offices, or graduate level education.

Program Need

The proposed clinical research program is coherent with the strategic plan of UNCW to become more active in the expanding biotechnology industry and to enhance its potential for technology transfer. PPD, a collaborator and local research organization, hires about 70 clinical research professionals annually. Even though society continues to be challenged by healthcare issues, the shortage of nurses has also limited the supply for companies that employ them as clinical researchers. The School of Nursing responds to numerous requests for a clinical research program in a region that is expanding a pharmaceutical industry. Industry demands and enrollment projections indicate that the demand for the bachelors of science in clinical research will be extremely high. Additionally, the clinical research program will provide an option for qualified students who cannot be accommodated in the baccalaureate program in nursing.

Resources

Faculty expertise and resources are available to support the clinical research program. The School of Nursing will house the Clinical Research Program and is scheduled to move into larger facilities summer 2005. As the program grows, additional space might be required.

Recommendation

It is recommended that the Board of Governors approve the request from UNCW to establish a Bachelors of Science degree in Clinical Research effective August 2004.

**Request for Authorization to Establish a Joint Bachelor of Science Degree in Engineering
(with a Mechatronics Concentration) at
North Carolina State University and University of North Carolina Asheville**

Introduction

North Carolina State University and the University of North Carolina Asheville notified the UNC Office of the President of their intent to plan a joint Bachelor of Science in Engineering (with a concentration in Mechatronics) (14.0101) in February 2004. The institutions seek authorization to establish the joint degree program effective August 2004.

Program Description

North Carolina State University and the University of North Carolina at Asheville currently cooperate in the delivery of the NCSU Mechatronics program on the UNCA campus. Mechatronics is an interdisciplinary field of engineering that includes the study of mechanical, electrical and computer engineering. The general structure for this proposed joint degree program is already in place. NCSU and UNCA serve approximately 100 students annually in the Mechatronic program and other 2+2 engineering programs. NCSU is nationally known for its high-quality undergraduate and graduate engineering programs. UNCA is known for its high-quality liberal studies program. Graduates will benefit from the strong foundation in liberal arts and rigorous studies in engineering disciplines. By engaging the strengths of each institution, the proposed program hopes to capitalize on a synergistic educational opportunity to produce highly trained and qualified engineers who consider and address social, ethnical, and cultural implication of the engineering discipline and extend that capacity for lifelong learning and development. Students will satisfy NCSU requirements for the engineering core (64 credits) and UNCA requirements for the Integrative Liberal Studies program (30 credits). One of the educational goals of the program is to establish an educational environment in which students participate in interdisciplinary activities, improve professional interaction skills, and learn to work in an integrated team environment.

The NCSU-UNCA Mechatronics degree program will be jointly administered by NCSU and UNCA. The currently existing Director of NCSU Engineering Programs (at UNCA) and the Associate Director will provide NCSU support. UNCA will provide support through a new position, a second Associate Director. The UNCA Associate Director will report to the NCSU Director. An External Advisory Board composed of industry and academic representatives, will provide input and feedback to the Director. An NCSU Engineering Programs office will continue to be housed and supported on the UNCA campus. The core engineering courses for the joint Engineering degree program will be delivered from the Raleigh campus to the UNCA campus (through teleconference), and required core science, mathematics and general education courses will be delivered by UNCA. Students will apply directly to UNCA. Professional review of the program by the Accreditation Board for Engineering and Technology is slated. SACS has determined that this program is not a substantive change for either campus.

Program Need

The proposed joint Bachelor of Science program will meet engineering needs in western North Carolina. The Mechatronics concentration was developed to meet needs specific to the interests of the industries and communities in western North Carolina. Cooperation between NCSU and UNCA has enabled the provision of a much needed resource at the most appropriate location. As is evidenced by the student enrollment in the 2+2 programs, there are students ready to pursue this degree program.

Resources

The North Carolina General Assembly has made a one-time allocation of \$300,000 for start up costs associated with the proposed joint Engineering degree program. The joint engineering program will use the faculty, facilities, and laboratory resources from the College of Engineering at NCSU and from many departments at UNCA. At present, NCSU's Office of Engineering Programs occupies space on UNCA campus; these offices, computer laboratory and teleconference facilities will be available for use in the joint program. UNCA Library will support the needs of engineering students with local resources and remotely accessed resources provided through the NCSU Libraries. Distance learning services are supported by NCREN. As the program continues to expand, additional space will be needed.

Recommendation

It is recommended that the Board of Governors approve the request from NCSU and UNCA for a joint Bachelor of Science degree in Engineering (with a Mechatronics concentration) effective August 2004.



The University of North Carolina
Office of the President
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March 08, 2004

MEMORANDUM

To: Committee on Educational Planning, Policies and Programs
From: Molly Corbett Broad *Mc Broad*
Subject: Name, Status, and Mission Change of ECU Cardiovascular Center

Introduction

The East Carolina Cardiovascular Center was established in 1992 as a Public Service Center of the UNC system. Since its formation, the Cardiovascular Center has focused on consolidating and improving the delivery of clinical services to the people of eastern North Carolina. Cardiovascular disease (CVD) is the leading cause of premature mortality in the United States, with nearly 40% of all deaths attributable to CVD-related illness. The eastern region of North Carolina represents the largest indigenous population of patients suffering from CVD and throughout North Carolina, cardiovascular diseases represent a six billion dollar economic drain due to the costs of healthcare and loss of worker productivity.

Over the past decade, the Center has been highly successful in its efforts to expand cardiovascular care in eastern North Carolina. Now, in light of the projects currently underway to enhance cardiovascular healthcare facilities at ECU, the Center proposes the following changes to better align itself with the current needs of ECU and the eastern North Carolina community. The following section summarizes the information provided by ECU to satisfy the requirements for major changes in the budget, status, mission, or goals, as detailed in the UNC Policy Manual (Chapter 1200.6 [R]).

Proposed Changes to Name, Status, and Mission

Name Change

The East Carolina Cardiovascular Center seeks designation as the Eastern Carolina Cardiovascular Institute (ECCVI). This change will reflect its close relationship with the teaching hospital, the University Health Systems of Eastern Carolina/Pitt County Memorial Hospital (UHS/PCMH), as well as the proposed research-focused mission of the Center. Dr. W. Randolph Chitwood, Sr., Associate Vice Chancellor of Health Sciences at ECU, will continue to serve as director of the ECCVI.

Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

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Employer

MEMORANDUM

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Change in Mission

While the ECCVI will continue its three-fold educational, clinical, and research efforts, the Institute proposes the following new mission to articulate more clearly its research focus and to accurately reflect current and future activities:

The mission of the Eastern Carolina Cardiovascular Institute (ECCVI) is to improve cardiovascular health of North Carolinians and to promote improvements in care through basic science and clinical research, as well as to educate students, physicians, healthcare workers, the citizenry, and direct provision of cardiovascular healthcare.

Translational research will be a keystone for developing new treatment methods. The current primary care mission will be expanded through collaboration of primary care physicians and cardiovascular specialists. New technology initiatives will spawn working arrangements with other system Universities. Through treatment, prevention, and new scientific discoveries, the ECCVI will become the progenitor of new cardiovascular technology, an expanded workforce, economic development, and “wellness” in North Carolinians.

Status Change

The ECCVI will shift its focus from the delivery of clinical services, to the integration of research efforts with patient care by collaborating with clinicians and researchers across UNC to develop new technologies and therapies aimed at CVD prevention. To better reflect its role in improving healthcare and wellness among the citizens of North Carolina, the ECCVI proposes a formal change in status from a Public Service designation to that of a UNC Research Center.

Facilities and Budget

The ECCVI will provide facilities for clinical and scholarly programs dedicated to cardiovascular research and development, including multi-investigator and multi-center projects and clinical trials. UHS/PCMH is embarking on the construction of a \$150 million cardiovascular hospital, funded from private dollars, which will be a key component of the ECCVI's clinical operations. The research and education component of the ECCVI will cost \$60 million dollars and funds for this project are before the North Carolina General Assembly. These facilities will house basic science research, clinical research, statisticians for database development, as well as special equipment such as robotics and laboratories, basic research, and preventative medicine research. ECU has committed \$150,000 toward planning for the research center and UHS/PCMH has committed \$1 million toward the planning of the cardiovascular hospital. Once established, the on-going operations of the ECCVI will be financed through grant funding and clinical revenue streams.

Recommendation

It is recommended that ECU be authorized to formally adopt the name “Eastern Carolina Cardiovascular Institute.” The ECCVI should be granted permission to make the stated changes to its mission and to operate primarily as a Research unit of the University of North Carolina.

MEMORANDUM

TO: Members of the Board of Governors Committee on
Educational Planning, Policies, and Programs

FROM: Alan R. Mabe

DATE: March 8, 2004

SUBJECT: UNC Nursing Exam Results for 2003 and
Nursing Enrollment and Degrees Conferred Report

UNC Board of Governors' Policy and Annual Reporting Requirements

In May 1990, the University of North Carolina Board of Governors adopted the following policy and performance standards for UNC nursing programs:

A requirement that the President will consider, jointly with the Chancellor, an evaluation of the leadership, faculty, admissions policies, and the curriculum of any program whose graduates do not achieve for two consecutive years an annual passing rate of 85% for first-time writers, and a requirement that the President will ask the Board to initiate program termination procedures for any program having a first-time passing rate of less than 75% for two consecutive years.

This report on enrollment and licensure for the UNC nursing programs is prepared annually in accord with this policy. The UNC nursing students who took the NCLEX-RN exam for the first time in 2003 passed at an average rate of 87%. The statewide average passing rate was 87%. Three UNC campuses had passing rates above 90% (UNC CH, UNCG, and WSSU) with two other programs above the BOG standard (UNCC and UNCW). (A chart showing exam results is attached.) ECU fell below the BOG standard for 2003 but had a passing rate of 97% in 2002. WCU at 71% not only fell below the BOG standard but also fell below the Board of Nursing's standard of 75%. WCU with a pass rate of 88% for 2002 was above the Board standard for the previous year.

Two nursing programs were out of compliance with the BOG standard since their graduates did not achieve an annual passing rate of 85% for first-time writers for two consecutive years: North Carolina A&T State University and North Carolina Central University.

North Carolina A&T State University posted passing rates of 75% in 2003 and 77% in 2002. In the two prior years its rates were 78% and 77%, which means that NCA&T has been below the Board standard for three consecutive years. Steps were previously initiated to assist the campus in reversing this trend. A team of consultants visited the campus in the summer of 2002 and prepared a report on steps for improving performance. The campus reviewed the report and reported it was implementing the recommendations. NCA&T provided reports to the Office of the President on July 1 and December 30 of 2003 regarding their efforts.

North Carolina Central University posted passing rates of 81% in 2003 and 82% in 2002. In 2001 their rate was 81%, which means that they have been out of compliance with the BOG standard for two consecutive years. After last year's report, the Chancellor and the Provost at NCCU were contacted about a follow up to the report. The options OP suggested were to have another review by an outside team or to have an internal committee review the last report and determine whether its recommendations were continuing to be followed, since after that report passing rates jumped from 66% in 1999 to 94% in 2000. After additional written and oral follow-ups with Academic Affairs, NCCU has yet to respond on recommending a course of action for dealing with these rates.

North Carolina has 63 nursing programs that train Registered Nurses. This includes nine UNC baccalaureate programs, 44 associate degree programs offered by the North Carolina Community College System, four private baccalaureate programs, three independent ADN programs, and three hospital-based diploma programs. UNC also has a joint RN to BSN-only nursing program offered by Fayetteville State University and the University of North Carolina at Pembroke that provides access to baccalaureate education for the graduates of eleven community college nursing programs in the southeastern region of the State. According to the North Carolina Board of Nursing, the total number of first-time test takers from all 63 programs was 2,607 in 2003. The total number of students taking the exam from UNC programs decreased from 712 in 2002 to 655 in 2003.

UNC Nursing Enrollment

The baccalaureate nursing enrollment increased from 1,972 students in fall 2002 to 2,303 students in fall 2003. Only upper-division majors are included in the data. Campuses will have an additional approximately 1,000 lower-division students taking nursing courses and planning to be majors. UNC nursing schools and departments currently offer RN to BSN distance learning programs at sites throughout the State. Some nursing courses are also offered via the Internet and through interactive video using the North Carolina Information Highway. The number of students enrolled in master's programs increased from 679 to 794, a sizable increase. The number of nursing students enrolled in a doctoral program reached a new high of 62 (52 at UNC Chapel Hill and 10 at East Carolina, which opened its new doctoral program in the fall of 2002). UNC graduate programs prepare advanced practice practitioners, nursing specialists,

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nursing scientists, health administrators and nursing faculty for the UNC and community college programs. Overall enrollment in UNC nursing programs increased by over 16% for fall 2003.

UNC Nursing Degrees Conferred

Over the past ten years, the UNC nursing programs have been responsive to the needs of the State by expanding offerings and increasing capacity as much as possible in programs that have clinical requirements and mandated faculty/student ratios for licensure approval and accreditation. Since 1990, baccalaureate and master's degree production more than doubled for several years. In this decade there has been a slight decline in baccalaureate and master's degrees awarded. For 2002-03 there were 976 baccalaureate degrees awarded, a slight decline from the previous year, and an increase in master's degrees awarded, 244 in 2002-03 compared to 237 the previous year. One more doctorate was awarded in 2002-03 than in the previous year. The significant increase in enrollment should lead to increases in graduates in future years.

Attachments

cc: Senior Vice President Gretchen M. Bataille
UNC Nursing Deans

DRAFT
Report on Nursing

**A Plan to Increase Enrollment and the Number of Graduates
from UNC Nursing Programs at all Levels.**

Introduction. In August 2003 Chairman Wilson charged the Planning Committee to address the shortage of nurses in North Carolina. The North Carolina Institute of Medicine's Task Force on Nursing was in full operation during 2003 with significant representation of all stakeholders including UNC. This report draws from the work of that Task Force as well as from independent work by the Office of the President.

Charge by the Chairman of the Board of Governors. Chairman of the Board Brad Wilson charged the Planning Committee to address the nursing shortage:

Another critical need facing this State is the shortage of nurses. The University has a variety of nursing programs, and we are proud of the successes of these programs. We need to do more. I ask that the Educational Planning, Policies, and Programs Committee focus on this issue and examine questions of how we can attract and train more nursing students. For example, what more can be done to facilitate transfers and partnerships with the community colleges? What is happening at the graduate level in nursing? I am sure there are many other pertinent questions, and I ask the Committee to report to the Board on this subject on or before January 2004.

Given that the Task Force on Nursing was in place and that UNC was well represented, it appeared it would be a duplication of effort to establish another committee or task force on this topic. The Task Force could serve as the vehicle for study and research and the report to the Planning Committee could be built on those aspects of the Task Force's report dealing with UNC and its nursing programs. Timing appeared near perfect for the Chairman's timetable until the Task Force found it had to extend its work two months. At that point it seemed the wise course was to wait for the final recommendations from the Task Force even if it delayed reporting.

Nursing in North Carolina. According to the North Carolina Board of Nursing there are 91,000 registered nurses in North Carolina. There are over 7,000 nursing students enrolled in 64 pre-licensure nursing programs at the RN or BSN level in North Carolina and over 800 additional students enrolled in RN to BSN programs. While these numbers are large, there is a perceived shortage of nursing in North Carolina as well as evidence that the State could experience critical shortages in a few years. An American Hospital Association study in 2002 found that 84% of the responding hospitals identified nursing as an area with staffing shortages. This is a national problem that will need to be addressed primarily state by state. North Carolina has a higher number of nurses per 10,000 population than the nation as a whole, but due to an aging nursing workforce, steps will need to be taken in the near term to increase the number of practicing nurses in

North Carolina, either by increasing the supply of nurses, or by improving the retention of nurses in their various work environments or by a combination of the two.

The North Carolina Task Force on Nursing. The North Carolina Institute of Medicine, with funding from the Duke Foundation and in partnership with the North Carolina Center for Nursing, the North Carolina Area Health Education Centers, the North Carolina Nurses Association, the North Carolina Board of Nursing, and the North Carolina Hospital Association, organized a Task Force on Nursing to address the full range of issues relevant to increasing the number of nurses practicing in North Carolina. The organizing entities made a major effort to ensure that all the stakeholders were involved, and a perusal of the membership list of the task force will confirm that the representation was extensive. The project director was Dr. Gordon DeFries, who is Executive Director of the Institute of Medicine, and the co-chairs of the Task Force were Dr. Cynthia M. Freund, Professor and Dean Emerita of the School of Nursing at UNC Chapel Hill, and Mr. Joseph D. Crocker, Senior Vice President, Wachovia Bank and a former hospital trustee and a past chair of the WCU Board of Trustees. UNC was well represented on the Task Force with at least fifteen people on the Task Force or Steering Committee.

The Task Force was to begin in January 2003 and end in December 2003 with daylong monthly meetings. The Task Force was extended two months and completed its final meeting on February 26, 2004.

The bulk of the work was done in two large subcommittees, one devoted to educational supply and the other devoted to work environment and retention. There was consensus that any solution must address both supply of new nurses and the retention of nurses already in the workplace.

The major findings of the Task Force included the following:

- While the nursing shortage may not yet be critical, it is very likely, due to the aging of the workforce and the population and to the expected retirement of many nurses in the next few years, to move to the critical stage unless steps are taken immediately.
- The educational system will need to produce more nurses, with a significant part of this effort falling on the community colleges and the universities, but with help from private institutions.
- Employing agencies in the State must address the issue of retention of nurses so that the working environment will support retention rather than inhibit it. Models such as “magnet hospitals” have succeeded in this regard.
- While it is important to increase the number of RNs, it is also important to improve the educational level of the nursing workforce by having a larger percent of nurses with baccalaureate and graduate degrees.

- A combination of expansion of supply, improvement of retention in the workplace, and raising the educational level of nurses can reverse the trend toward a critical shortage of nurses in North Carolina.

Process and Results of the Task Force on Nursing. The Task Force reviewed a large number of issues in the educational and workplace arenas. Representatives of every aspect of educational supply and every type of workplace for nurses provided multiple perspectives on the issues through formal presentations and continuing dialogue at the day-long monthly meetings of the Task Force. Presentations from representatives of North Carolina organizations were supplemented by presentations from national figures in nursing. The Task Force divided its recommendations into nine categories:

- Nursing Faculty Recruitment/Retention
- Nursing Education Programs
- Transition from Nursing School to Nursing Practice
- Nursing Work Environments
- Licensed Practical Nurses (LPNs) and PNE Programs
- Nursing Assistants (Nurse Aids)
- Advanced Practice Registered Nurses
- Building an Interest in Nursing as a Career
- Additional Cross-Cutting Recommendations

While the full report and recommendations are commended to Board members, there will be no attempt here to summarize all the work and recommendations of the report. All educational sectors were addressed as well as all working environments and segments of the health care industry. Our focus will be on those recommendations that require a response from the University of North Carolina. Since UNC has a dual role of producing nurses and producing faculty for nursing educational programs at all levels, ours is a two-level response.

Current UNC Nursing Programs

Prior to addressing the recommendation it is important to review the effort of UNC in the field of Nursing Education by looking at the degree programs and the enrollment and graduation numbers.

BSN Programs

- East Carolina University
- North Carolina A&T State University
- North Carolina Central University
- UNC Chapel Hill
- UNC Charlotte
- UNC Greensboro
- UNC Wilmington
- Western Carolina University
- Winston-Salem State University

RN to BSN Programs

East Carolina University
Fayetteville State University (joint with UNCP)
North Carolina A&T State University
North Carolina Central University
UNC Chapel Hill
UNC Charlotte
UNC Greensboro
UNC Pembroke (joint with FSU)
UNC Wilmington
Western Carolina University
Winston-Salem State University

Graduate Programs(MSN, Ph.D.)

East Carolina University (MSN, Ph.D.)
UNC Chapel Hill (MSN, Ph.D.)
UNC Charlotte (MSN)
UNC Greensboro (MSN)
UNC Wilmington (MSN)
Western Carolina University (MSN)
Winston-Salem State University (MSN)

Two campuses, UNC CH and WSSU, have developed accelerated BSN programs for those who already have a bachelor's degree in some other field. These programs are analogous to lateral entry programs for teachers, except that all the course work and the licensure must precede employment as a registered nurse. Accelerated nursing programs typically take 14-16 months, so this represents a way to accommodate people who want to make a career change.

Enrollment in UNC Nursing Programs

<u>Year</u>	<u>Baccalaureate</u>	<u>Master's</u>	<u>Doctoral</u>	<u>Total</u>
1992	1,905	621	33	2,559
1993	2,136	719	36	2,891
1994	2,184	717	34	2,935
1995	2,395	730	32	3,157
1996	2,247	515	30	2,792
1997	2,297	639	27	2,963
1998	2,301	702	36	3,039
1999	2,231	740	39	3,010
2000	2,109	772	42	2,923
2001	2,055	736	50	2,841
2002	1,972	679	53	2,704
2003	2,303	794	62	3,159

In response to the shortage in the late 1980s and the report to the Board of Governors, *Baccalaureate Nursing Education in the University of North Carolina*, steps were taken to increase enrollment in nursing programs, and one can see the result in the increases in enrollment during the 1990s. At the end of the 1990s there was the beginning of a decline in enrollment at the baccalaureate level, which continued through 2002. Happily we see a significant increase in enrollment at all levels in 2003—in fact, a 16% increase overall.

Graduates of UNC Nursing Programs

<u>Year</u>	<u>Baccalaureate</u>	<u>Master's</u>	<u>Doctoral</u>	<u>Total</u>
1991-92	728	127		855
1992-93	878	140		1,018
1993-94	888	196	2	1,086
1994-95	922	199	2	1,123
1995-96	979	204	5	1,188
1996-97	1,058	242	7	1,307
1997-98	1,073	163	3	1,239
1998-99	1,115	216	3	1,334
1999-00	1,109	201	7	1,317
2000-01	1,017	253	2	1,272
2001-02	1,042	237	6	1,285
2002-03	976	244	7	1,178

There was a similar pattern of increasing numbers of baccalaureate graduates through the 1990s with a drop-off beginning at the end of the decade and continuing to the present. The upturn in enrollment will reverse this trend as students complete their programs.

Programs under Development

At the doctoral level, the Board of Governors has approved the University of North Carolina at Greensboro to plan a new Ph.D. program in nursing. If approved for establishment, UNCG expects to start the program in August 2005. The University of North Carolina at Pembroke and Fayetteville State University have initiated discussions about adding pre-licensure BSN programs to complement their joint RN to BSN program. Each has posted intent to plan on the UNC web site in accord with the required process.

Access and Outreach through Distance and Online Learning

Our campuses have distance learning nursing programs in twenty-one counties in North Carolina. In most instances these are programs being offered on a community college campus so an RN student can complete a BSN. Key to addressing the faculty shortage is to provide access to online master's degrees in Nursing Education especially for current and future community college faculty. Both UNCG and ECU have a substantially online MSN education track accessible from anywhere in the State. Graduates of these programs will be qualified to serve as faculty members in community college nursing programs.

Goals for UNC: More Nurses, More Education, More Faculty

The core recommendations from the Task Force for UNC are for more nurses, for higher levels of education for current and future nurses, and for producing more faculty for our nursing programs at the associate and bachelor's levels as well as for our graduate programs. This means that UNC campuses should expand the number of students enrolled in pre-licensure BSN programs and accelerated BSN programs to increase the number of RNs in North Carolina. UNC's contribution to raising the educational level of nursing in North Carolina will involve more nurses coming into the profession at the BSN level, an expansion of the number of nurses enrolled in RN to BSN programs, and an expansion of nurses enrolled in master's and doctoral programs. The nursing faculty shortage will be addressed by expanding opportunities in master's and doctoral programs. At the master's level it will be particularly important to expand opportunities in MSN programs in Nursing Education since that credential is crucial for the community colleges to be able to expand their programs to meet accreditation requirements, which was recommended for community college nursing programs by the Task Force on Nursing.

Recommendations for the University of North Carolina

It is recommended that:

- The Office of the President, in collaboration with UNC nursing programs, establish enrollment and graduation targets that will increase the production of RNs by UNC to exceed the 25% increase in the production of new RNs by the 2007 goal set by the Task Force on Nursing. This goal will be met by a combination of an increase in undergraduates enrolling in pre-licensure BSN programs and by expansion of accelerated BSN programs.
- The Office of the President, in consultation with the UNC nursing programs, prepare a funding package for the 2005-07 biennium that will recognize the cost of Nursing Education programs, particularly of those clinical courses that are required to have small faculty-student ratios by accreditation standards. In accord with the Nursing Task Force's recommendation, the funding would come to the Office of the President to be distributed to the campuses specifically for expanding nursing enrollment and the number of nursing graduates.
- The Board of Governors endorse the call by the Nursing Task Force to expand the nursing scholarship program both in term of the amount and number of the scholarships.
- UNC work with the NCCCS through the Transfer Advisory Committee to review the current articulation agreements in nursing and make needed adjustments to facilitate expansion of educational opportunity for ADN graduates.
- The Office of the President, in collaboration with the Nursing deans, work with AHEC and entities with clinical sites to expand clinical opportunities for pre-licensure BSN students.

- Campuses expand enrollment in MSN programs by increasing opportunities in the programs and making them more accessible by time and place of scheduling, or by providing additional opportunities for earning a master's degree online.
- A particular effort be made to expand the opportunities in MSN programs in Nursing Education in order to increase the pool of potential faculty members available, especially for the community college nursing programs.
- UNC plan to at least double the enrollment and the graduates of nursing doctoral programs in the State. Of the current doctoral programs, the UNC Chapel Hill program is near capacity; the newly established program at ECU should continue to expand; and the establishment of a new doctoral program in nursing at UNCG, based on the approval for planning by the BOG, should be expedited if possible.
- The Board of Governors endorse the call by the Task Force on Nursing for a Faculty Fellowship program that would expand opportunity for graduate study to prepare more faculty members in nursing. Funding for each year of full-time study would be based on a commitment to serve as a faculty member for two years in a North Carolina nursing degree program.
- Nursing deans explore the transition from education to the workplace to determine whether changes can be made from the educational side to improve the transition.
- CFNC and AHEC continue to develop ways of promoting nursing careers to students in North Carolina schools and develop programs to reach the diverse range of students in our schools.
- Campuses give careful attention, as enrollment expands in UNC schools of nursing, to diversifying the nursing student population both in terms of racial and ethnic composition and in terms of males and females.
- UNC and the campuses develop the capacity to track enrollment and graduation in the different kinds of programs for becoming an RN and for RN to BSN programs.

Appendices

Appendix A: Membership of Task Force on Nursing

Appendix B: Recommendations from the Task Force

Appendix C: Programs Offered at UNC Institutions

Appendix D: UNC Distance and Online Programs

Appendix E: Enrollment and Degrees by UNC Campus

Appendix F: Pass Rates on NCLEX-RN

Appendix G: Comparison of US and NC RNs

MEMORANDUM

DATE: March 4, 2004

TO: Committee on Educational Planning, Policies, and Programs

FROM: Gretchen M. Bataille
Richard Thompson

RE: Teacher Education/Distance Education Funds, 2002-2003

Attached is the draft of the annual report on *Teacher Education/Distance Education*, to be submitted to the Joint Legislative Education Oversight Committee. This report describes the use of \$1,920,042 (reduced from the original \$2 million due to budget cuts) appropriated by the General Assembly in 2001 to support teacher education through distance learning. The first report on use of these funds for 2001-2002 was submitted to the General Assembly last year. This second report addresses use of the funds in 2002-2003.

Date: March 8, 2004

To: Committee on Educational Planning, Policies, and Programs

From: Gretchen Bataille, Senior Vice President for Academic Affairs
Richard Thompson, Vice President for University-School Programs

RE: Teacher Education/Distance Education Funds, 2002-2003

In 2001 the General Assembly approved legislation to provide \$2 million to support teacher education programs offered through distance education. The legislation stated:

It is the intent of the General Assembly to make teacher education programs easily accessible statewide through distance education. The General Assembly finds that the “2+2” program is an excellent model for teacher credential programs and encourages its use as a model.

To achieve the goal of encouraging the “2+2” program as a model for teacher programs and to make those model teacher education programs available and easily accessible statewide, any teacher education program that is offered by a constituent institution through distance education that does not require campus residency is eligible for funds appropriated by the act for that purpose. The Board of Governors shall determine the eligibility of a constituent institution pursuant to this section. The Board of Governors shall also determine the amount of funds to be allocated to each eligible institution based on the number of student credit hours taught in teacher preparation courses through distance education at that institution and shall distribute those funds to the institution. The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee annually regarding the implementation of this section and the amount and use of the funds allocated pursuant to this section.

The first report on use of these funds for 2001-2002 was submitted to the General Assembly in 2003. This second report addresses use of the funds in 2002-2003. These funds were reduced from the original \$2 million to \$1,920,042 as a result of required budget cuts. The 2002-2003 distribution process considered total applicable undergraduate SCHs being delivered by the institution as well as the percent of increase of these SCHs over the previous year. An additional element of the process took into account SCHs being delivered through e-learning.

Each UNC institution offering teacher education courses through distance education (all institutions except NCSA, which does not have a teacher education program) received a base allocation of \$25,000. Of the remaining funds, 60 percent was based on total SCHs delivered through distance education, 20 percent was based on growth in these SCHs over the previous year, and the remaining 20 percent was based on SCHs taught through e-learning. The attached chart for 2002-2003 shows the resulting distribution of the \$1,920,042 among the 15 UNC institutions.

Guidelines for use of the teacher education/distance education funds are as follows:

- Fund oversubscribed sections of teacher education courses for which a campus did not receive enrollment funds;
- Open new sections of courses;
- Provide grants to faculty to develop new courses in support of teacher education, particularly e-learning courses;
- Purchase software, hardware, or licenses to support the development of e-learning courses;
- Provide advising on community college campuses for students interested in pursuing teacher education or provide workshops or training for community college advisors to assist such students;
- Purchase materials needed for instruction on the community college campuses;
- Use the funds to further collaboration among UNC institutions and with community colleges; and,
- Support recruitment efforts to get more students interested in teacher education, particularly non-traditional students.

The use of these funds for the above purposes has resulted in increases in the number of students engaged in teacher education who were served at off-campus locations or through e-learning. Ties with community colleges were strengthened, and much-needed technical resources were provided in support of these programs, often enhancing resources at the community college locations. Campuses sought to enhance the technology capability of off-campus sites, frequently providing new equipment at community colleges as well as using the funds to enhance to capability of the faculty who were increasingly using more technology to deliver instruction. Equipment and materials were also provided to support faculty

outside of the Schools of Education who participate in teacher education programs.

This report includes a narrative summary of the use of these funds as well as a campus-by-campus financial summary. The narrative summary is not exhaustive, but it provides a good overview of the use of these funds. Campuses are in varying stages of developing distance education teacher education offerings, and the use of the funds reflects these differences. It is clear that the additional funds were expended to increase the teacher education course and program offerings, to increase the numbers of students in teacher education programs, and to enhance UNC campus with the State's community colleges.

Narrative Summary of Activities

Enhanced Communication with Community Colleges and Public Schools

- ASU worked to develop and support Teacher Cadet programs in seven of the eight districts in the ASU-Public School Partnership. Teacher support meetings were held, classroom teaching materials were provided to each of the seven sites, Cadets were hosted on campus for events, and Teaching Fellows visited each of the Teacher Cadet sites and worked with students on site. Arrangements were made to award ASU elective credit to those Teacher Cadets who completed the program and wished to receive university credit. Sites where off-campus cohorts would be doing their early field experiences and student teaching were enhanced through provision of resources and training for teachers in those schools to work with interns and student teachers. An early field experiences coordinator for distance education was hired. ASU's dean has previously visited the presidents of the ten community college campuses in the Appalachian Learning Alliance to determine their needs in support of distance education.
- ECU continued development and expansion of teacher education 2+2 degree programs and teacher licensure initiatives through Partnership East, a regional consortia composed of community colleges, public schools, and the College of Education. Two consortium sites were operational during the year: (1) the Coastal site on the campus of Craven Community College admitted a cohort of Elementary Education 2+2 degree students and provided teacher education coursework for the entire year, and (2) the North site on the campus of Edgecombe Community college, which was brought on-line in spring 2003. The College of Education and the two consortia community colleges worked to create articulation for programs in elementary education, middle grades education, and special education.
- ECSU is collaborating with school districts and area community colleges to create and implement programs to increase and sustain the number, quality, and diversity of teachers through the recruitment, initial preparation, induction, and continuing professional development of highly skilled teachers and administrators. In the partnership among Halifax County Schools, Northampton County Schools, Roanoke Rapids Graded Schools, Weldon City Schools, Halifax Community College, and ECSU, student will earn the Associate of Arts degree in College Transfer and the BS in Elementary Education. In the partnership agreement among ECSU, the College of the Albemarle, and the seven education systems of Camden, Chowan, Currituck, Dare, Gates, Pasquotank, and Perquimans, participating students will earn the AA degree in College Transfer from College of the Albemarle and the BS in Elementary Education with a concentration in Social Science from ECSU.
- FSU had meetings with Robeson, Sampson, Bladen, and Fayetteville Technical community colleges to discuss the articulation agreements between the Associate of Arts and the Elementary Education Program and the possibility of articulation agreements between the Associate of Applied

Science and the Birth through Kindergarten Program. Informational sessions were held with potential transfer students, and two advisors were hired and provided office space to counsel students interested in transferring to FSU from Sampson and Bladen community colleges.

- NCA&TSU positioned itself to offer a complete 2+2 program online in collaboration with Davidson Community College. The goal is to have all courses developed and online by fall 2004, and it is anticipated that by this time the new corollary studies program with the community colleges will have been approved.
- NCCU hired a recruiter/advisor for two community colleges—Piedmont Technical and Alamance. The advisor spent one evening per week at each community college providing information on teacher education and advice in preparation for transfer.
- NCSU has implemented the Accessible Licensure Program in Science Education. The program will be delivered through a blend of face-to-face and technology-rich learning environments. Working closely with NC community colleges and the NCSU Science Education Program, the program will provide students with seamless articulation between program partners.
- UNCA used funds to teach an introductory education course at Asheville-Buncombe Technical Community College and to develop other education courses online.
- UNC-CH expended funds to support the development of a distance education program in Middle Grades Education that would meet the needs of on-campus students (including community college transfers), lateral entry teachers who are teaching but lack licensure, and licensure-only students seeking to teach.
- UNCP expanded off-campus course delivery at Fayetteville Technical Community College, Richmond Community College, Sandhills Community College, Montgomery County Public Schools, Scotland County Public Schools, Robeson County Public Schools, and Hoke County Public Schools. Additionally, progress toward a B-K articulation with Robeson Technical Community College has been made.
- UNCW has initiated a new partnership with Brunswick Community College with an emphasis on wireless technology that will be incorporated into the course offered at that site. Additional courses have been added at James Sprunt and Coastal community colleges.
- WCU has developed partnerships with eleven community colleges (Asheville-Buncombe Technical, Blue Ridge, Caldwell, Catawba Valley, Cleveland, Isothermal, Mayland, McDowell Technical, Southwestern, Tri-County, Western Piedmont, and Wilkes) to effect a seamless transfer for students. WCU has continued to develop distance education sites at Tri-County and Blue Ridge community colleges.

New Students Added

- ASU supported eleven cohorts of students and offered 46 courses via distance education. This represented overall 1,274 enrollments in classes (an increase of 68 percent over the previous year) and 3,744 SCHs generated (an increase of 34 percent).
- ECU produced 15,389 SCHs through distance education programming, representing an overall increase of 34 percent over the previous year.
- ECSU had approximately 1,400 enrollments in 88 online courses during the year.
- NCA&TSU enrolled an additional 40 students due to the availability of three additional course sections.
- NCCU's enrollments have grown steadily over three years, increasing from 309 SCHs in spring 2001 to 1,089 in spring 2003 and from 148 to 292 in unduplicated headcount over that same period.
- UNCC has completed substantial design work and faculty development needed to offer an additional 18 semester hours of licensure coursework online.
- UNCG used funds to open an additional 16 sections of distance classes, all of which are required for one or more licensure programs.
- UNCW is offering additional courses at Brunswick, James Sprunt, and Coastal community colleges.

Purchase of teaching materials, hardware, and software

- ASU purchased instructional resources for all programs, including sample textbooks, reading series, math manipulatives, arts materials, musical instruments, science supplies, information videos, and software. ASU purchased additional laptops, digital cameras, and video recorders, and made upgrades to distance education classrooms with NCIH connections.
- ECU purchased electronic portfolio software and Plato-PRAXIS software to support off-campus programs. ECU also purchased hardware, software, and communications software to support teacher education e-learning courses and programs.
- ECSU upgraded technical support for the Blackboard course management system.
- FSU purchased laptop computers, digital cameras, and LCD projectors to assist faculty teaching distance classes.
- NCA&TSU made Plato for PRAXIS I software available for online teacher education majors.
- NCCU purchased laptop computers, overhead projectors, and LCD panel projectors for use by faculty delivering courses to community college locations.
- NCSU purchased two laptop computers for use by instructional designers and faculty involved with distance programs.

- UNCA purchased software for development of online courses.
- UNC-CH used funding to purchase computers, software, editing equipment, office supplies, and video equipment.
- UNCC purchased software, hardware, and licenses to support the development of e-learning courses.
- UNCG spent funds on flatbed scanners, camcorders, digital cameras, computer and software for video editing, laptop computers, and software for teacher education and PRAXIS.
- UNCP purchased resource materials to support programs at community college sites.
- UNCW purchased course materials, software and licensing programs, and hardware and related software for teaching.
- WCU spent funds on computer and networking equipment and software needed to upgrade the computer lab and bring distance education sites online. Laptops and video cameras were also purchased for use at community college sites.

Support for course development and faculty training

- ASU funded attendance at distance education conferences with a focus on technology and non-traditional students, and ASU provided workshops to promote familiarization with new equipment and materials.
- ECU spent funds on course development and training faculty to develop new courses in support of e-learning for teacher education programs.
- ECSU provided individualized or group technical training sessions to aid in revising and updating online course materials. A Course Development Guideline Form was created for initial course management and a revision checklist for updating information each semester.
- FSU had two faculty development workshops. One introduced faculty members to real-time video delivery technology through NC-REN, and the other had consultants provide three days of instruction on teaching and evaluation of teaching online.
- NCCU hired three faculty to develop online activities for courses and to train other instructors to teach using distance education.
- UNC-CH provided funding for faculty stipends to support course development.
- UNCC provided grants to faculty to develop new courses in support of teacher education, particularly e-learning courses.
- UNCG funded faculty to develop on-line alternative licensure courses.
- UNCW made grants to 42 faculty to receive training to web-enhance a course, put a course partially online, or put a course fully online.
- WCU provided salary supplements to faculty members to develop distance education courses and associated materials for community college distance education sites.
- WSSU funded three faculty teams to develop courses in Elementary, B-K, and Secondary Education.

Principal Supply and Demand Report

Prepared by the
Principals' Executive Program
NC Center for School Leadership Development

for the
University of North Carolina Office of the President
Division of University-School Programs

March 2004

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Introduction

High quality school administrators are essential for our schools to meet the challenges posed by our state ABC Accountability system, and now the federal No Child Left Behind (NCLB) legislation. The literature on school reform consistently points to the key role school administrators play in creating high quality schools for our students. For that reason it is critical that we examine the supply and demand of school administrators across our state. As stated in early reports many factors influence the balance of supply and demand of principals. These factors include attrition of educators (promotion, career changes, retirement etc.), the number of licensed candidates from our approved education programs, student enrollment, federal, state and local policies, and economics (Department of Public Instruction, 2002).

This report is written in response to House Bill 257, 1993 Session Laws, that directs the Board of Governors to:

study the issue of supply and demand of school administrators to determine the number of school administrators to be trained in the programs in each year of each biennium. The Board of Governors shall report the results of this study to the Joint Legislative Education Oversight Committee no later than March 1, 1994, and annually thereafter.

The purpose of this report is to provide data to the Education Leadership Task Force and the Joint Legislative Education Oversight Committee Concerning School Administrator Programs at the Constituent University of North Carolina Institutions about the trends that influence supply and demand of school based administrators in North Carolina. For this study, school administrators are defined to include principals and assistant principals.

This report is divided into four parts: 1) Demographic Trends; 2) Demand Trends, 3) Supply Trends, and 4) Summary of Findings.

I. Demographic Trends of North Carolina School Administrators

Demographic data collected by the Department of Public Instruction indicates that the average North Carolina principal is likely to be 45 or older (73% of current principals), and white (75.66% of current principals), with a master's degree (69% of current principals). We have slightly more female principals than males (52.33% female) and the majority have more than 20 years of education experience (71%).

The average assistant principal is younger than the average principal. Only 54% of all assistant principals are 45 or older; and 33% are 40 or younger (an increase from 23% <40 in 2002). In addition, they have less experience than principals. Only 44% have 20 or more years of educational experience. Fifty-one percent of our assistant principals are female, and 75% are white.

The following tables provide extensive demographic data about our principals. Tables 1 and 2 provide information on the age of our current school administrators. Tables 3 and 4 provide information on administrator's total education experience. Table 5 and 6 provide information about the highest degree earned by our administrators. Tables provide a statewide measure, as well as data by region.

Table 1 below provides data about the age of current North Carolina principals. The data indicate that across the state 52% of all principals are 50 years or older. There is a similar trend across districts in all but one region in North Carolina (Central region-48% of principals are 50 years or older). In four state regions, more than 52% of principals at 50 years or older (Southcentral 53%, Southeast 54%, Southwest 57%, and West 57%). Approximately 52% of principals will be eligible to retire over the next five years.

Table 1: Principal Age
2003-2004

Age	<40	40-44	45-49	50-54	55+
Statewide	16%	11%	21%	30%	22%
Central	21%	11%	20%	27%	21%
Northeast	14%	11%	25%	25%	25%
Northwest	18%	12%	20%	32%	18%
Southcentral	11%	11%	25%	34%	19%
Southeast	16%	9%	21%	27%	27%
Southwest	15%	10%	18%	34%	23%
West	13%	13%	17%	30%	27%

Table 2 provides data about the age of current North Carolina assistant principals. The data indicate that across the state 39% of all assistant principals are 50 years or older. The 40 years or younger category in Table 2 is the largest, with 33% of current North Carolina assistant principals in that age range.

Table 2: Assistant Principal Age
2003-2004

Age	<40	40-44	45-49	50-54	55+
Statewide	33%	13%	15%	22%	17%
Central	38%	11%	14%	23%	14%
Northeast	30%	17%	13%	20%	20%
Northwest	34%	14%	16%	18%	18%
Southcentral	22%	13%	18%	24%	23%
Southeast	32%	13%	18%	21%	16%
Southwest	32%	15%	13%	21%	19%
West	33%	13%	16%	26%	12%

Table 3 provides data about the total education experience of current North Carolina principals. The data indicate that across the state 52% of current principals have 25 or more years of experience. This trend is consistent across the state regions with two regions having a higher percentage of principals with more than 25% years of experience (Central 56%, Southcentral 59%).

Table 3: Principal Total Education Experience
2003-2004

Age	<10	10-14	15-19	20-24	25-29	30+
Statewide	6%	11%	12%	19%	29%	23%
Central	4%	11%	11%	18%	27%	29%
Northeast	6%	13%	11%	17%	29%	24%
Northwest	7%	16%	14%	17%	30%	16%
Southcentral	5%	7%	12%	17%	33%	26%
Southeast	9%	12%	12%	20%	27%	20%
Southwest	4%	10%	17%	19%	23%	27%
West	6%	10%	12%	21%	28%	23%

Table 4 provides data about the total education experience of current assistant principals. The data indicate that across the state 21% of current assistant principals have 10 or fewer total years of education experience.

Table 4: Assistant Principal Total Education Experience
2003-2004

Age	<10	10-14	15-19	20-24	25-29	30+
Statewide	21%	19%	16%	14%	17%	13%
Central	24%	16%	15%	13%	17%	15%
Northeast	16%	24%	17%	13%	18%	12%
Northwest	20%	18%	15%	16%	19%	12%
Southcentral	15%	18%	19%	19%	19%	10%
Southeast	18%	24%	17%	11%	17%	13%
Southwest	22%	19%	15%	13%	17%	14%
West	14%	19%	21%	18%	17%	11%

Table 5: Principal Highest Degree Level Earned
2003-2004

Degree Level	Master's	Specialist	Doctoral
Statewide	69%	22%	9%
Central	68%	22%	10%
Northeast	64%	26%	10%
Northwest	67%	24%	9%
Southcentral	70%	22%	8%
Southeast	77%	15%	8%
Southwest	65%	26%	9%
West	68%	23%	9%

Table 6: Assistant Principal Highest Degree Level Earned
2003-2004

Degree Level	Bachelor's	Master's	Specialist	Doctoral
Statewide	1%	86%	10%	3%
Central	1%	86%	9%	4%
Northeast		83%	14%	3%
Northwest	2%	81%	13%	4%
Southcentral	1%	92%	4%	3%
Southeast		89%	9%	2%
Southwest	1%	85%	11%	3%
West	1%	73%	22%	4%

Table 7: Percentage of Race and Gender of Principals
2002-2003

Race/Gender	Asian Female	Asian Male	Black Female	Black Male	Hispanic Female	Hispanic Male	Indian Female	Indian Male	Other Female	Other Male	White Female	White Male
Statewide	.1	.1	13.4	8.8	.1		.9	.4	.1	.1	38	38
Central			15	10			1	1			39	35
Northeast			13	9							37	40
Northwest			8	4							37	51
Southcentral			13	12			4	3			31	37
Southeast			20	11			1				41	27
Southwest			4	7			1				33	55
West			14	7							43	36

Table 8: Percentage of Race and Gender of Assistant Principals
2003-2004

Race/Gender	Asian Female	Asian Male	Black Female	Black Male	Hispanic Female	Hispanic Male	Indian Female	Indian Male	Other Female	Other Male	White Female	White Male
Statewide			16	8							41	35
Central			19	13							37	31
Northeast			22	10				3			27	38
Northwest			8	7							36	49
Southcentral	1		18	8			2	1			34	36
Southeast			13	9							36	42
Southwest			19	7							40	34
West			2	1							28	69

II. Demand Trends for North Carolina School Administrators

Table 9 provides the current and projected number of school-based administrators from 1999-2000 through 2012-2013. Based on the last five years, we can expect a 1.3% increase in Average Daily Membership. Using that percentage we can project the number of North Carolina Schools and consequently the number of principals. Using the average ratio of principals to assistant principals, we can project the number of total school administrators. The Total New Hires are projected using the average turnover rate of 15% for the last five years.

Table 9: Full Time Principals and Assistant Principals Employed in NC Public Schools, Past and Projected

Year	Principals	Asst. Principals	New Positions	Positions from Turnover	Total New Hires	Total Adm.	Ratio AP to Prin	# of NC Schools	ADM (End of 1 st month)	Schools per 1000 ADM
1999-00	2,087	2,308	116	675	675	4,395	1.105	2,024	1,237,060	1.64
2000-01	2,131	2,377	113	761	761	4,508	1.115	2,111	1,253,135	1.68
2001-02	2,150	2,386	28	911	911	4,536	1.109	2,202	1,267,070	1.74
2002-03	2,150	2,362	(-24)	561	561	4,512	1.098	2,230	1,285,729	1.73
2003-04	2,188	2,316	(-4)	700	700	4,508	1.058	2,251	1,303,777	1.73
2004-05	2,245	2,470	207	676	883	4,715	1.1	2,245	1,320,726	1.7
2005-06	2,274	2,501	60	707	767	4,775	1.1	2,274	1,337,895	1.7
2006-07	2,304	2,534	63	716	779	4,838	1.1	2,304	1,355,288	1.7
2007-08	2,334	2,567	63	726	789	4,901	1.1	2,334	1,372,907	1.7
2008-09	2,364	2,600	63	735	798	4,964	1.1	2,364	1,390,755	1.7
2009-10	2,395	2,635	66	745	811	5,030	1.1	2,395	1,408,835	1.7
2010-11	2,426	2,669	65	755	820	5,095	1.1	2,426	1,427,150	1.7
2011-12	2,458	2,704	67	764	831	5,162	1.1	2,458	1,445,703	1.7
2012-13	2,490	2,739	67	774	841	5,229	1.1	2,490	1,464,497	1.7

*Shaded cells indicate projections

Data from the last five years in North Carolina indicate a dramatic increase in the number of provisional licenses issued by the Department of Public Instruction since districts were allowed to issue provisional licenses. According to the 2002 Supply and Demand study written by the Department of Public Instruction, a one-year provisional license may be issued by local boards of education to individuals selected for employment as assistant principals if

- The local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or
- The employee is enrolled in an approved master's in school administration program and is participating in the required internship under the master's program.

If we make the assumption that all provisional licenses granted met one of those conditions then the dramatic increase (650% since 1999-00) indicates a shortage of qualified candidates across North Carolina. Table 10 provides the number of provisional licenses issued statewide and percentage of licenses issued by region. If we assume provisional licenses represent a part of new assistant principal hires, then 52.6 % of all new assistant principals hired in 2003-04 have a provisional license. Table 11 provides a comparison of the percentage of North Carolina Schools by region and the percentage of provisional licenses granted by region. In two regions the percentage of provisional licenses exceeds the demand created for school administrators by school number (Southcentral & Southeast). This could indicate there are fewer qualified administrative candidates in those regions.

Table 10: Assistant Principals with Provisional Licenses

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Statewide	N=40	N=120	N=232	N=244	N=262
Central	35%	31.7%	27.6%	20.9%	19.5%
Northeast	17.5%	11.7%	11.6%	5.3%	4.2%
Northwest	7.5%	5.8%	9.1%	9.8%	10.3%
Southcentral	10%	13.3%	14.2%	19.7%	17.6%
Southeast	10%	16.7%	16.8%	22.1%	17.6%
Southwest	7.5%	11.7%	14.2%	15.2%	21%
West	12.5%	9.2%	6.5%	7%	10%

Table 11: Comparison of Percent of North Carolina Schools by Region with Percent of Provisional Licenses

Region	Percent of North Carolina Schools in Region	Percent of Provisional Licenses Since 1999-00
Central	25%	24.3%
Northeast	9%	8%
Northwest	14%	9%
Southcentral	13%	16.4%
Southeast	11%	18.2%
Southwest	18%	15.8%
West	9%	8.2%

Table 12: Distribution of New Principals by Regions

	98-99	99-00	00-01	01-02	02-03	03-04
Statewide	N=276	N=296	N=294	N=331	N=232	N=247
Central	22.82%	26.26%	25.17%	23.19%	27.59%	25.51%
Northeast	8.75%	8.75%	11.90%	12.35%	8.62%	6.48%
Northwest	17.17%	17.17%	10.88%	14.16%	15.08%	11.74%
Southcentral	13.13%	13.13%	17.34%	15.06%	13.36%	13.36%
Southeast	10.77%	10.77%	11.22%	12.05%	10.34%	13.77%
Southwest	15.45%	15.45%	15.30%	16.27%	15.09%	18.62%
West	8.75%	8.75%	8.16%	6.93%	9.91%	10.53%

Table 13: Distribution of New Assistant Principals by Regions

	98-99	99-00	00-01	01-02	02-03	03-04
Statewide	N=436	N=379	N=467	N=580	N=329	N=453
Central	24.08%	23.75%	25.27%	23.88%	29.79%	27.69%
Northeast	10.09%	8.18%	8.78%	8.93%	11.55%	6.37%
Northwest	10.09%	15.30%	12.85%	14.95%	12.46%	11.21%
Southcentral	12.39%	14.51%	15.85%	13.23%	10.03%	12.53%
Southeast	10.78%	11.08%	8.14%	8.76%	9.12%	12.09%
Southwest	25.00%	21.64%	24.20%	24.05%	19.76%	23.30%
West	7.54%	5.44%	4.93%	6.18%	7.29%	6.81%

III. Supply Trends for North Carolina School Administrators

Table 14 provides data collected by the Department of Public Instruction related to the annual demand for principals and assistant principals. In 2003-2004 over 80% of newly hired principals were assistant principals in their previous year of employment. In 2003-2004 slightly over 39% of current assistant principals were classroom teachers in their previous year of employment and just over 38% were employed as assistant principal interns.

Table 14: Sources of New Principals and Assistant Principals

	99-00	00-01	01-02	02-03	03-04
Number of new principals hired	N=296	N=294	N=331	N=232	N=247
% of new principals employed as assistant principals in NC the preceding year	77.36	75.85	74.92	78.01	80.57
% of new principals not employed in NC schools the preceding year	8.54	5.10	9.06	4.74	2.83
Number of new assistant principals hired	N=379	N=467	N=580	N=329	N=453
% of new assistant principals employed as teachers in NC the preceding year	55.14	54.18	42.07	43.47	39.96
% of new assistant principals not employed in NC schools the preceding year				9.73	7.95
% of new assistant principals employed as interns the preceding year	16.89	16.49	29.14	34.95	38.85

Table 14 provides the number of graduates from state Masters in School Administration Programs (MSA) since the 1999-2000 academic year. We have seen an overall increase of 70% in MSA graduates since the 1999-2000 academic year. Based on the last four academic years we see on average a 20% annual increase in the number of MSA graduates.

Table 15: Degrees Conferred in MSA Programs 1999-2000 through 2002-2003

Institution	1999-2000	2000-2001	2001-2002	2002-2003
Appalachian State Univ.	44	10	51	14
East Carolina Univ.	71	64	103	112
Fayetteville State Univ.	13	25	21	31
North Carolina State Univ.		55	92	82
University of North Carolina at Chapel Hill	17	21	15	33
University of North Carolina at Charlotte	39	38	33	45
University of North Carolina Greensboro	38	43	26	57
University of North Carolina Pembroke				6
University of North Carolina Wilmington	7	13	14	16
Western Carolina University	9	14	19	8
UNC total	238	283	374	404

Individuals in the Reserve Pool

In addition to new graduates from MSA programs in North Carolina we have individuals who are licensed as school administrators that constitute a reserve pool of prospective school administrators. The DPI Licensure database in 2002 indicated that of the approximately seventeen thousand (16,689) individuals holding administrative licenses, the actual number of prospective administrators is small. When you remove those in the pool with expired license (6,750), and those currently employed as assistant principals and principals and/or central office directors (4,221), only 5,700 individuals remain. Of that 5,700 in 2002, 56% (3,200) were not currently employed in public education. Although 2,500 reserve pool members in 2002 appears to be a reasonable number, 56% were classroom teachers in 2002 and a large majority are age 50 or older.

IV. Summary of Findings

Using the last five years of data regarding Average Daily Membership we can project a 1.3% annual increase in student enrollment. Using that percentage we can project the number of schools, principals, and assistant principals needed for the next 10 years. If trends in student enrollment and administrative turnover continue we can expect to produce fewer prospective school administrators than we need each year through 2007-2008, after which we will produce more administrative candidates than needed to fill vacancies. In 2002-2003, we produced 404 Masters in School Administration graduates. In the fall of 2003 we hired 700 new administrators across North Carolina.

Demographic Trends:

The data on principal age indicate that a significant percent of current school principals (52%) are over the age of 50 and have 25 years or more of education experience, making them eligible for retirement over the next five years. In contrast our current assistant principals are increasingly younger and inexperienced. Twenty-one percent are younger than 40 and 33% have 10 or less years of total educational experience. Ethnicity of current principals and assistant principals has remained constant since 2001: 1 of every 4 principals and assistant principals are members of an ethnic minority. Gender has also remained constant since 2001: approximately half of school level administrators are female.

Demand Trends:

Based on the last five year's data we can expect a 1.3% increase in Average Daily Membership. Using that percentage we can project the number of North Carolina schools and consequently the number of principals. Using the average ratio of principals to assistant principals we can project the number of total school administrators. The total new hires are projected using the average turnover rate of 15% for the last five years.

Supply Trends:

Based on the number of graduates from the University of North Carolina system MSA programs in 2002-2003, we potentially produced 58% of the needed administrators in North Carolina to fill positions created by new school construction/expansion and turnover. Based on the last five year's data we can expect to hire 5% of needed administrators from other states. In 2003-2004 37% of new positions were filled by administrators with provisional licenses. It is important to note that not all MSA graduates actually earn the administrator license and/or assume an administrative position. We can assume any gap in program graduates, provisional licenses and out of state hires is filled by the reserve pool. The reserve pool at most, comprises of 2,500 prospective school administrators.

Appendix A: LEAs by Region

For the purpose of this report, LEAs were grouped by the following regions:

Central	Northeast	Northwest	Southcentral	Southeast	Southwest	West
Alamance- Burlington Caswell Chatham Durham Public Franklin Granville Guilford Johnston Nash Orange Chapel Hill- Carrboro Person Randolph Asheboro City Rockingham Vance Wake Warren	Beaufort Bertie Camden Chowan Currituck Dare Edgecombe Gates Halifax Roanoke Rapids City Weldon City Hertford Hyde Martin Northhampton Pasquotank Perquimans Pitt Tyrrell Washington Wilson	Alexander Alleghany Ashe Burke Caldwell Catawba Hickory City Newton-Conover City Davie Forsyth Iredell-Statesville Mooresville City Stokes Surry Elkin City Mt. Airy City Watauga Wilkes Yadkin	Anson Bladen Columbus Whiteville City Cumberland Harnett Hoke Lee Montgomery Moore Richmond Robeson Scotland	Brunswick Carteret Craven Duplin Greene Jones Lenoir New Hanover Onslow Pamlico Pender Sampson Clinton City Wayne	Cabarrus Kannapolis City Cleveland Kings Mtn. District Shelby City Davidson Lexington City Thomasville City Gaston Lincoln Charlotte- Mecklenburg Rowan Stanley Union	Avery Buncombe Asheville City Cherokee Clay Graham Haywood Henderson Jackson Macon Madison McDowell Mitchell Polk Rutherford Swain Transylvania Yancey

THE UNIVERSITY OF NORTH CAROLINA
REMEDIAL/DEVELOPMENTAL
ACTIVITIES REPORT

March 18, 2004



The University of North Carolina Office of the President

Remedial/Developmental Instruction in UNC Institutions, 2002-2003

Introduction

Remediation for UNC students responds to gaps in high school preparation and performance in order to ensure full opportunity for the success of the student in college. In many instances the instruction is developmental since the student may need to develop better learning skills as well as mastering content. Classroom remediation is only part of the effort on the campus where 60% of the activity is not related to a specific course.

Placement in remedial classes is determined by the individual institutions to be, as encouraged by past experience with similarly qualified students, the set of educational activities that will best prepare a given student to be successful in his educational goals. The campuses may use standardized or institutionally developed tests, records of high school performance, early semester college course performance, or consultation with the student to arrive at their placement decision. The form of remediation required may take many forms, including specially scheduled classes, additional break-out sections, required or voluntary participation in skill labs, special tutorial sessions and other activities felt to be appropriate to assist the student in achieving his/her educational goals.

Remediation constitutes a wide variety of activities among the constituent UNC institutions and may consist of summer bridge programs, established and separately scheduled remedial course sections, and instruction in skill lab settings where attendance may be either required and or voluntary. Remediation may be offered by university personnel or contracted with a local community college, where the instruction may be delivered either at the university or at the community college.

Summer bridge programs are specially designed programs in which selected students are offered an opportunity to come to the campus during the summer, live in dormitories, attend course review sections, engage in study skills and orientation sections, and generally adjust to the expectations, pace, and delivery of college instruction. These programs are designed to “bridge the gap” between high school and college work.

The need for remedial/developmental instruction is defined and its method of delivery determined by each UNC constituent institution. Most often remediation is provided to incoming freshmen in their first year of attendance at a UNC institution, but it also may be taken by transfer students and students continuing their studies after some lapse of time in postsecondary attendance.

The incidence of remediation is greater in the fall than in the spring, and traditionally greater in mathematics than in English. Remedial English courses emphasize a variety of reading, composition, grammar, and other skills. Remedial math traditionally constitutes the study of college algebra or a higher level of mathematics. Enrollments in remedial courses other than English and mathematics occur only at North

Carolina A&T State University, where remedial instruction is offered in a chemistry course.

Attendance in remedial/developmental sections and scheduled support sections is counted in the student's course load, but not counted toward degree completion. Course sections of English as a second language are not counted as remedial instruction.

In this report three measures of remediation are provided: course sections, enrollments (duplicated and unduplicated), and expenditures for all remedial activities. Because remedial activities include more than remedial courses per se, as seen above, the data on expenditures are the most comprehensive of the measures, but are not necessarily comparable on a per-student basis since programs such as bridge programs and special service or support units can be costly.

Remedial/developmental education enrollments include students receiving services offered by contract with the community colleges; however expenditure data do not.

2002-03 Course Sections and Enrollments

The data in Table 1 show that in fall 2002, eighty-seven sections of remedial English enrolling 1,645 students were offered university-wide. An additional 106 sections of mathematics enrolling 3,277 students, and one section of remedial chemistry enrolling 30 students were offered. In total, 194 sections of remedial/developmental instruction and combined (duplicated) enrollments of 4,952 were provided. Since 730 students took a remedial class in more than one discipline, the number of individual (unduplicated) students in remedial classes was 4,222 university-wide in the fall of 2002, down 319 from the previous fall.

The data in Table 1 also show that in spring 2003, thirty-one sections of English were provided university-wide, with an enrollment of 267 students. In mathematics, fifty-nine sections had an enrollment of 1,479 students, with one additional section enrolling 26 students in remedial chemistry. In total, during the spring semester, 91 sections of remedial instruction with a combined (duplicated) enrollment of 1,772 were provided. Since 91 students took a remedial class in more than one discipline, the number of individual (unduplicated) students in remedial classes was 1,681 university-wide in spring 2003, down 270 from the previous spring.

Enrollment Trends

The data in Figure 1 indicate that duplicated enrollment in remedial instruction for the fall and spring semesters combined has declined from 9,043 in 1991-92 to 6,724 in 2002-03. During the same period, the proportion of these students requiring remediation in math has increased from 61.6 percent to 70.7 percent.

The data in Table 2 indicate that the unduplicated enrollment in all remedial courses during the last ten years was at a high in both the fall and spring semesters in 1991-92, with a fall enrollment of 5,280 and a spring enrollment of 2,522. The declines in remedial instruction since 1991-92 have occurred at the same time that enrollments

among total undergraduates, freshmen, and transfer students were increasing. For example, unduplicated enrollment in remedial instruction in fall 2002 was 80 percent of what it was in fall 1991, while total undergraduate enrollment increased by fifteen percent during the same period, freshman enrollment increased by 30 percent, and the number of undergraduate transfers increased by seven percent.

Expenditures

As shown in Table 3, the total of expenditures for remedial instruction university-wide during 2002-03 was \$1,929,178, down \$101,751 from the previous year and down \$1,339,019 since 1991-92. When adjusted for inflation (using the Consumer Price Index) the expenditure in 2002-2003 was \$1,061,738, \$688,961 less than inflation-adjusted expenditures in 1991-92.

The data in Figure 2 show that the proportion of remedial expenditures spent on remedial courses has been relatively constant across time at 42% in 1998-99 and 45% in 2002-03. Other remedial activities such as skill labs, special services and programs, and summer bridge programs, account for the remaining 55% of remedial expenditures.

The funds that UNC campuses use to support remedial instruction are not received as a special appropriation. Rather, the campuses direct some of their general instructional funds to support this requirement. Moreover, the funds used to support remedial instruction come from both state and non-state sources. As Figure 3 demonstrates, state funds used for remedial instruction in 2002-03 amounted to \$1,516,290 (or 78.6 percent) of total expenditures, while non-state funds provided an additional \$412,888 (or 21.4 percent).

Summary

The data in this report show that during the eleven-year period under consideration there was a general decline in the number of sections of remedial instruction, unduplicated enrollment in remedial instruction, and both actual and inflation-adjusted expenditures for remedial instruction. As Figure 4 demonstrates, since 1991-92 remedial enrollment has declined 20 percent and inflation-adjusted expenditures for remedial education have declined by 40 percent, while total undergraduate enrollment has increased by 15 percent.

Remedial/Developmental Activities in UNC Institutions 2002-2003

Highlights

2002-03 Remedial/Developmental Activities and Expenditures

- In 2002-03 the sum of fall and spring unduplicated enrollment in remedial instruction was 5,516, a decrease of 558 from the previous year.
- Total expenditures for remediation in 2002-03 were, \$1,929,178 compared to \$2,030,929 in the previous year. Of that amount, 862,041 was spent on remedial courses.
- State funds provided \$1,516,290 (or 78.6 percent) to the total amount expended for remediation; non-state funds provided an additional \$412,888 in remedial support.
- State funds dedicated to remediation are taken from the institution's instructional budgets and are not appropriated as a separate line item.

Trends in Remedial/Developmental Activities and Expenditures 1991-92 – 2002-03

- Expenditures for remedial education (in inflation-adjusted dollars) declined by 40 percent.
- Over the past eleven years, total undergraduate enrollment increased by 15%.
- The sum of fall and spring duplicated enrollment in remedial instruction declined from 9,043 to 6,724 (26 percent).
- The sum of fall and spring unduplicated enrollment in remedial education declined from 7,802 to 5,516 (29 percent).
- The proportion of students requiring remediation in English has declined from 35.4% to 28.4%.
- Correspondingly, the proportion of students requiring remediation in mathematics is significantly higher than in English, and over the past decade increased from 61.6% to 70.7%.

Table 1.

Summary Report on Remedial/Developmental Course Enrollment Data
University of North Carolina by Institution, Fall 2002 and Spring 2003

Number of Remedial Courses or Support Sections														
			English			Mathematics			Other			Total		
Institution	Contract	Term	No. of Sections	Course Load Hours	Enrollment	No. of Sections	Course Load Hours	Enrollment	No. of Sections	Course Load Hours	Enrollment	No. of Sections	Duplicat. Enroll.	Undup. Enroll.
ASU		Fall 2002	5	3	54	6	3	207	-	-	-	11	261	253
		Spring 2003	1	3	11	6	3	164	-	-	-	7	175	171
		Semester											436	398
ECU	Math	Fall 2002	2	0	32	34	2	1,070	-	-	-	36	1,102	1,082
	Math	Spring 2003	1	0	4	21	2	592	-	-	-	22	596	596
		Semester											1,698	1,541
ECSU		Fall 2002	9	2	227	7	3	213	-	-	-	16	440	292
		Spring 2003	2	2	22	2	3	38	-	-	-	4	60	47
		Semester											500	325
FSU		Fall 2002	6	3	127	18	3	609	-	-	-	24	736	622
		Spring 2003	0	0	0	2	3	48	-	-	-	2	48	48
		Semester											784	659
NCA&T		Fall 2002	5	2	106	5	3	213	1	3	30	11	349	311
		Spring 2003	3	2	38	3	3	62	1	3	26	7	126	119
		Semester											475	411
NCCU		Fall 2002	20	3	403	13	3	415	-	-	-	33	818	601
		Spring 2003	11	3	95	9	3	313	-	-	-	20	408	364
		Semester											1,226	861
NCSA		Fall 2002	4	0	17	1	0	9	-	-	-	5	26	25
		Spring 2003	3	0	10	1	0	8	-	-	-	4	18	18
		Semester											44	27
NCSU		Fall 2002	14	3	188	9	4	170	-	-	-	23	358	326
		Spring 2003	1	3	13	5	3,4	72	-	-	-	6	85	85
		Semester											443	394
UNC-A		Fall 2002	Skill labs			Skill labs			-	-	-	0	0	0
		Spring 2003	Skill labs			Skill labs			-	-	-	0	0	0
		Semester											0	0
UNC-CH		Fall 2002	Summer Bridge			Summer Bridge			-	-	-	0	0	0
		Spring 2003	Summer Bridge			Summer Bridge			-	-	-	0	0	0
		Semester											0	0
UNC-C		Fall 2002	Skill labs			Skill labs			-	-	-	0	0	0
		Spring 2003	Skill labs			Skill labs			-	-	-	0	0	0
		Semester			0			0					0	0
UNC-G		Fall 2002	1	3	17	4	3	159	-	-	-	5	176	175
		Spring 2003	0	0	0	4	3	94	-	-	-	4	94	94
		Semester											270	266
UNC-P		Fall 2002	3	3	131	2	3	72	-	-	-	5	203	168
		Spring 2003	3	3	29	2	3	37	-	-	-	5	66	58
		Semester											269	207
UNC-W	Math	Fall 2002	0	0	0	1	3	15	-	-	-	1	15	15
	Math	Spring 2003	0	0	0	1	3	8	-	-	-	1	8	8
		Semester											23	23
WCU		Fall 2002	0	0	0	1	3	0	-	-	-	1	0	0
		Spring 2003	0	0	0	0	0	0	-	-	-	0	0	0
		Semester											0	0
WSSU		Fall 2002	18	3	343	5	3	125	-	-	-	23	468	352
		Spring 2003	6	3	45	3	3	43	-	-	-	9	88	73
		Semester											556	404
UNC Total		Fall 2002	87		1,645	106		3,277	1		30	194	4,952	4,222
		Spring 2003	31		267	59		1,479	1		26	91	1,772	1,681
		Semester											6,724	5,516

UNC-GA ProgAssess/RemEd.AT001.I.(all)/3-2-04

Notes:

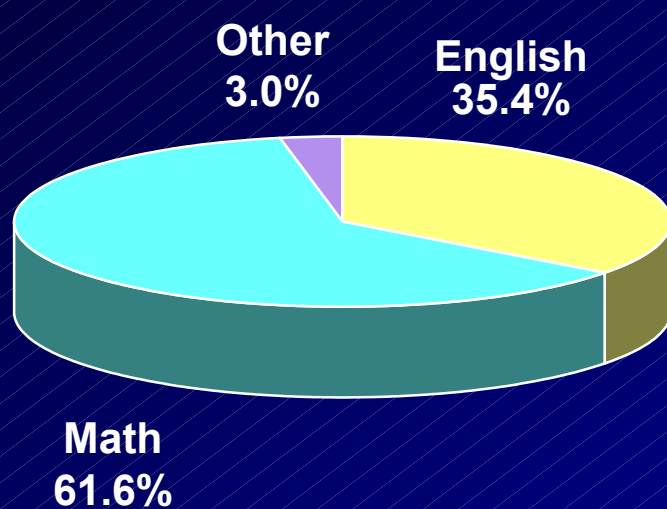
English courses emphasize various combinations of reading, composition, grammar, and other skills. "Other" remedial instruction includes Chemistry at NCA&T.

Courses offered through contract with community colleges (ECU with Pitt Community College; UNC-W with Cape Fear Community College) are included here.

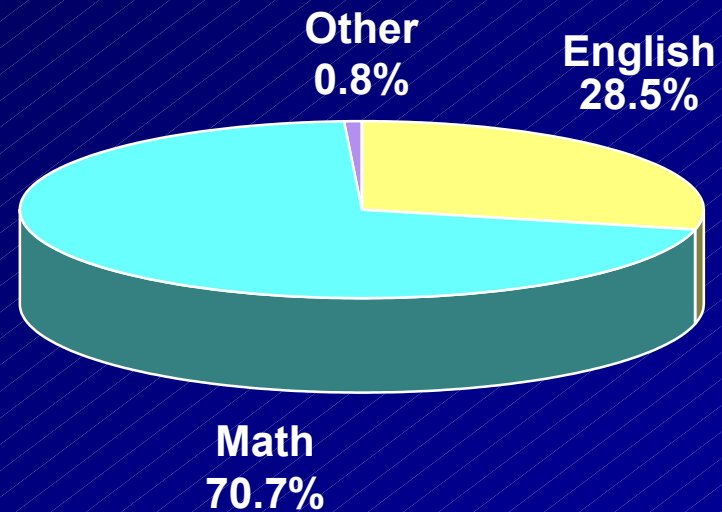
At FSU, NCSA, and UNC-A, students requiring English remediation are enrolled in regular freshman English with additional academic support; credit is given only for the regular

* Variable credit, depending on course taken; may be major specific.

Remedial/Developmental Course Enrollments 1991-92 and 2002-03



1991-92 = 9,043*



2002-03 = 6,724*

* Duplicated Fall and Spring Remedial Enrollments

The University of North Carolina Office of the President



Table 2.

Remedial/Developmental Trends in the University of North Carolina, 1991-92 through 2002-03

Academic Year	Unduplicated Enrollment In Remedial Courses & Support Sections				Undergraduate Enrollment			
	Fall		Spring		Total		Freshmen	
	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.	Enroll.	% of Base Yr.
1991-92*	5,280	100%	2,522	100%	121,569	100%	20,467	100%
1992-93	5,226	99%	2,476	98%	124,047	102%	21,303	104%
1993-94	4,792	91%	1,871	74%	124,328	102%	21,309	104%
1994-95	4,692	89%	1,889	75%	124,366	102%	21,361	104%
1995-96	4,410	84%	1,858	74%	124,588	102%	21,950	107%
1996-97	4,609	87%	1,794	71%	123,574	102%	22,472	110%
1997-98	4,581	87%	1,912	76%	125,478	103%	23,206	113%
1998-99	4,425	84%	1,944	77%	125,860	104%	23,810	116%
1999-2000	4,350	82%	2,052	81%	127,083	105%	24,431	119%
2000-01	4,184	79%	1,952	77%	130,671	107%	25,067	122%
2001-02	4,541	86%	1,959	78%	135,567	112%	26,183	128%
2002-03	4,222	80%	1,681	67%	140,331	115%	26,684	130%

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* Definition of remedial expenditures was modified in 1991-92.

Table 3.

**Remedial/Developmental Expenditure Trends in UNC
1985-86 through 2002-03**

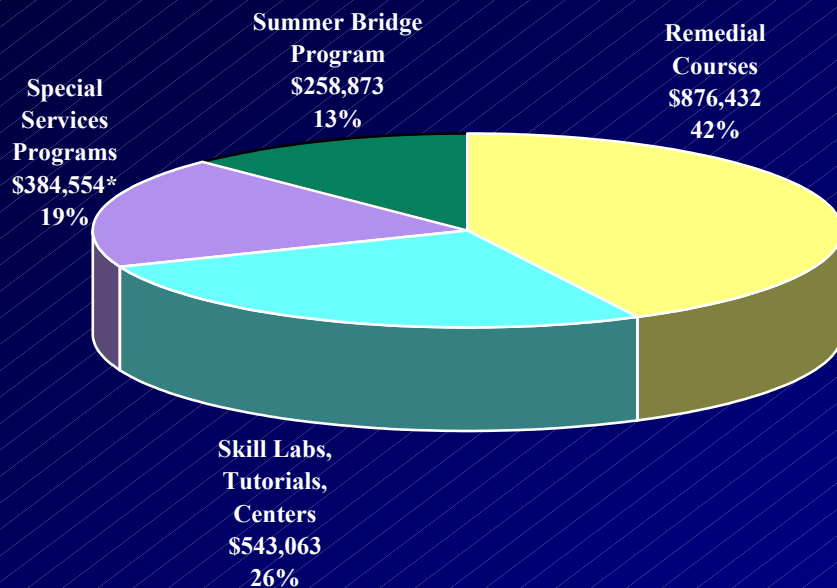
Academic Year	Total Expenditures on Remedial**			
	Current		Constant	
	Current \$	% of Base Yr.	Constant \$	% of Base Yr.
1985-86	\$2,979,750	100%	\$2,718,750	100%
1986-87	\$3,249,331	109%	\$2,922,060	107%
1987-88	\$2,924,218	98%	\$2,527,414	93%
1988-89	\$3,152,918	106%	\$2,603,566	96%
1989-90	\$3,442,926	116%	\$2,702,454	99%
1990-91	\$3,268,197	110%	\$2,428,081	89%
1991-92*	\$2,417,716	81%	\$1,750,699	64%
1992-93	\$2,367,339	79%	\$1,660,126	61%
1993-94	\$2,302,180	77%	\$1,574,679	58%
1994-95	\$2,040,909	68%	\$1,357,890	50%
1995-96	\$1,940,850	65%	\$1,257,027	46%
1996-97	\$2,054,689	69%	\$1,291,445	48%
1997-98	\$2,120,649	71%	\$1,312,283	48%
1998-99	\$2,062,922	69%	\$1,255,582	46%
1999-2000	\$2,030,311	68%	\$1,203,504	44%
2000-01	\$1,973,917	66%	\$1,127,308	41%
2001-02	\$2,030,929	68%	\$1,146,770	42%
2002-03	\$1,929,178	65%	\$1,061,738	39%

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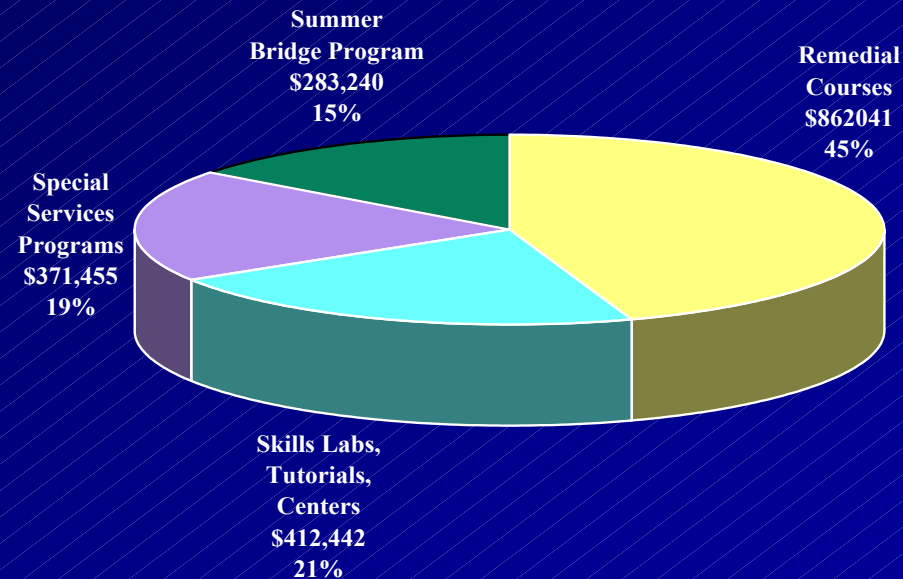
* Definition of remedial expenditures was modified in 1991-92.

** Consumer Price Index for Urban Consumers - January value of 1982-84 index.

Remedial/Developmental Course Expenditures 1998-99 and 2002-03



1998-99 = \$2,062,922



2002-03 = \$1,929,178

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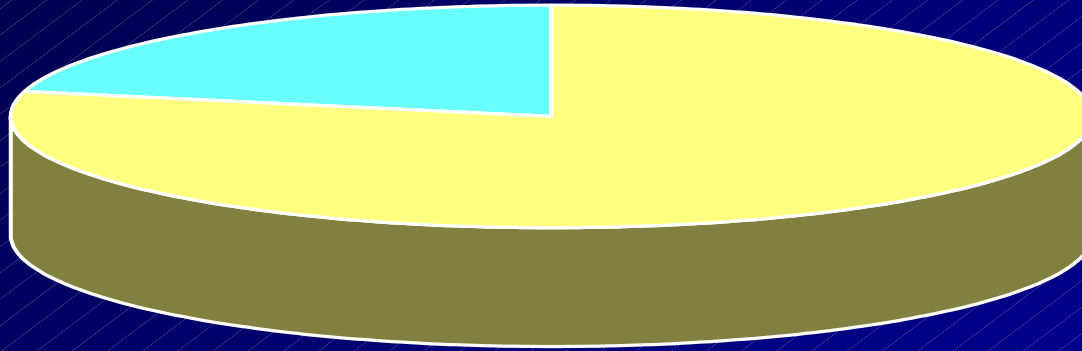
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*Includes \$500 from Special Advising & Testing.

Figure 2



Distribution of Remedial/Developmental Expenditures by Source 2002-03

**Non-State
\$412,888 (21.4%)**

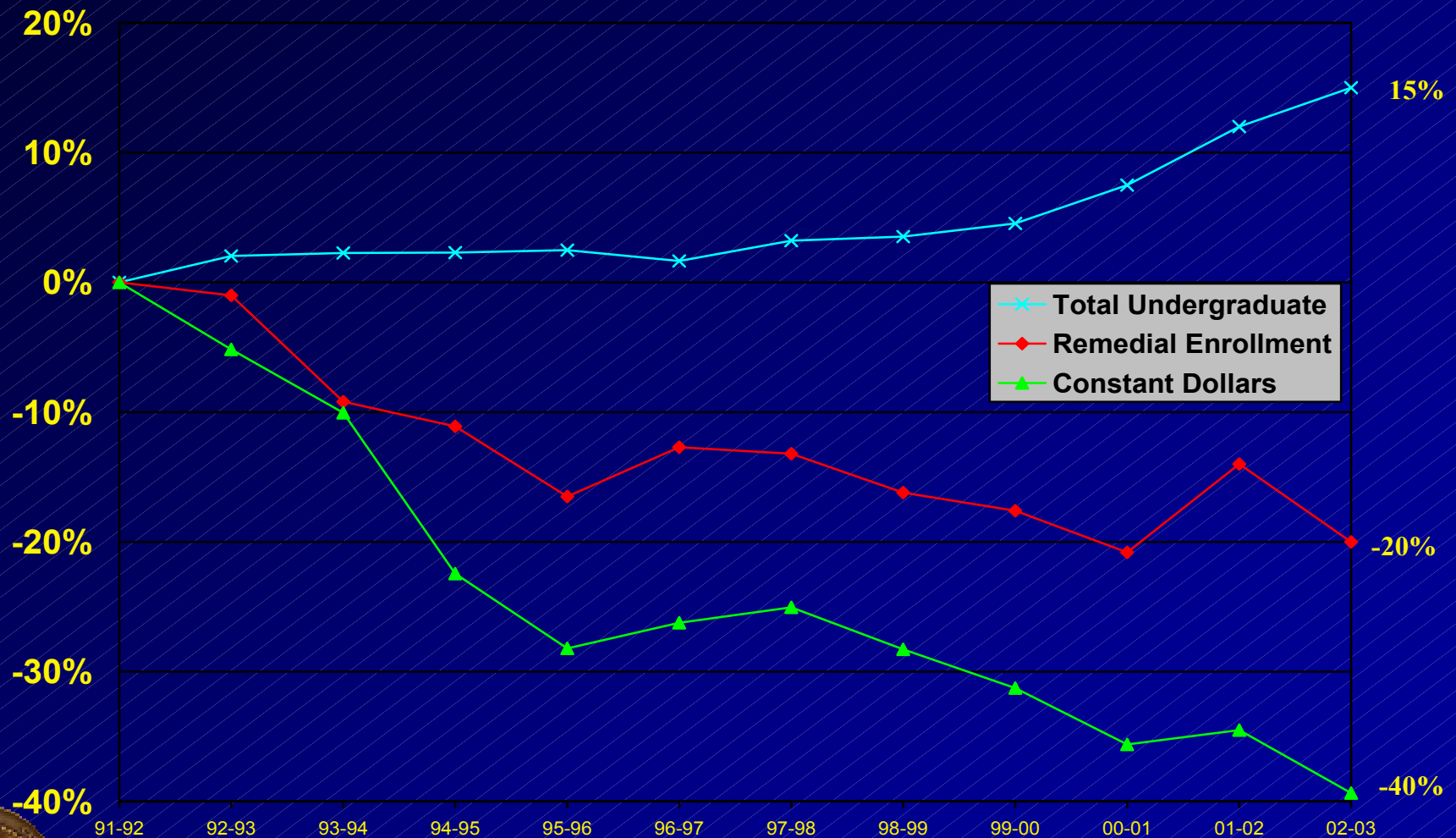


**State
\$1,516,290 (78.6%)**

2002-03 = \$1,929,178



*Percentage Change in Fall Unduplicated Remedial/Developmental Education
Enrollments and Inflation-Adjusted Expenditures on Remedial Education
Compared to Fall Undergraduate Enrollments, 1991-92 to 2002-03*



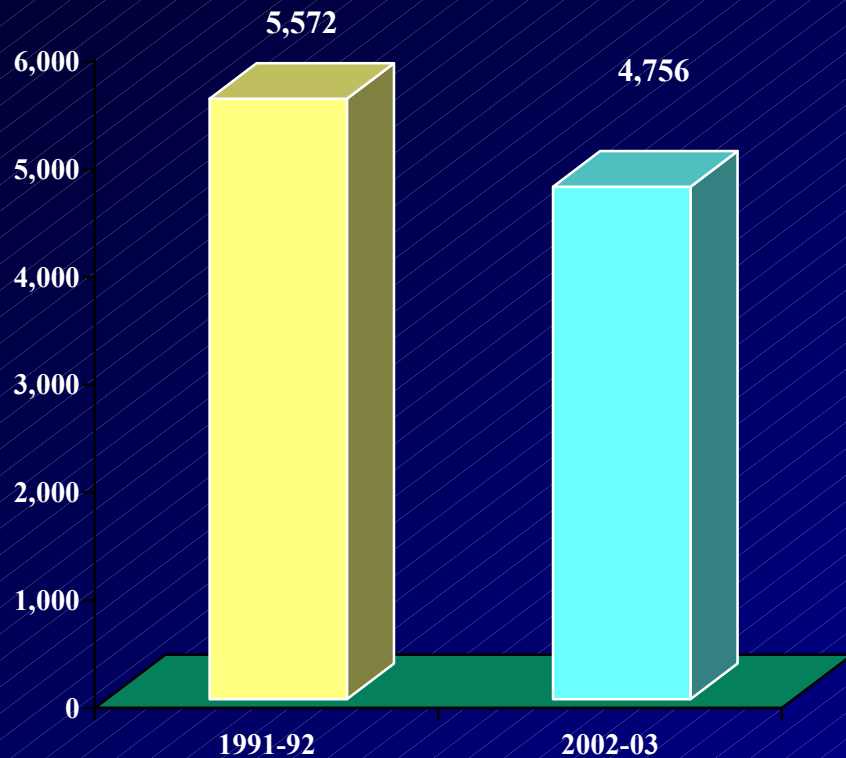
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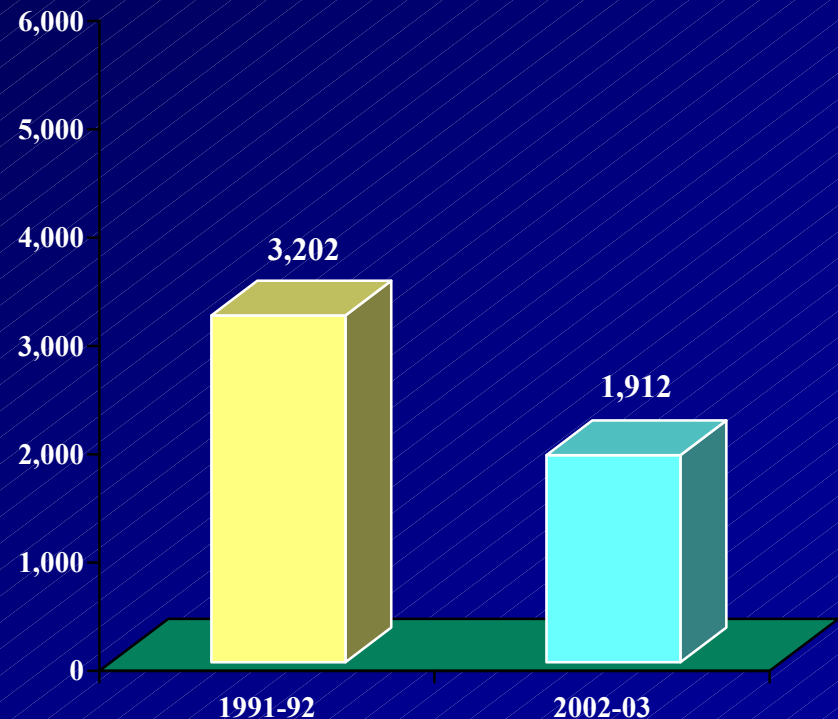
Figure 4

Remedial/Developmental Course Enrollments

1991-92 and 2002-03



Math



English



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Figure 5